

**Tikokino School**  
**Central Hawke's Bay**

**Education Review Office**

**External Evaluation**

# ERO External Evaluation

## Tikokino School

### 1 Context

Tikokino School is a full primary school (Years 1 to 8) in Central Hawke's Bay. Established in 1866, the school is celebrating its 150 year jubilee later this year. The school has 58 students enrolled, of whom 11 are Māori. The first time principal was appointed at the beginning of 2015. All teaching staff have been newly appointed over the past year. Trustees and staff promote a safe environment where students are provided with a range of challenging opportunities for physical activity.

### 2 Equity and excellence

The vision and valued outcomes defined by the school for all children are '100% Tikokino (today, tomorrow, together)' and respect for selves, others, property and the environment. These underpin expectations for teaching and learning for staff and students.

The school's achievement information shows that most students, including Māori, achieved at and above National Standards expectations in reading, writing and mathematics 2015. Over the past three years the number of Māori students achieving below National Standards has reduced.

Reading is a strength across the school. Boys achieve lower than girls. In response to the school's 2015 review of curriculum provision and student achievement data, staff are implementing new programmes, systems and processes to support learning for all students. Further work is needed to make sure the improvements respond to and accelerate the progress of students working below National Standards expectations.

Since the last ERO evaluation the school has:

- improved teacher inquiry processes to have a greater focus on raising achievement for target students
- reviewed the appraisal system
- worked to strengthen relationships with parents and community.

The board and staff have addressed many of the recommendations identified in the June 2013 ERO report. They continue to work on other identified priorities.

### 3 Accelerating achievement

**How effectively does this school respond to children whose learning and achievement need acceleration?**

The school clearly identifies students at risk of underachievement, including Māori. Trustees and staff provide programmes aimed at increasing engagement, motivation and learning for all students. Teachers should investigate and review how well they are using these to effectively accelerate the progress and learning of target students.

Improved use of assessment information is required to ensure a comprehensive response to students whose achievement needs acceleration. To improve the response to these students teachers and trustees should:

- revise annual achievement targets and align relevant actions, including reporting to the board, to support accelerated outcomes for identified learners
- strengthen teachers and leaders capability to moderate, analyse and interpret data for the purpose of teaching, learning and evaluation.

#### **4 School conditions**

**How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?**

Processes and practices are being strengthened to promote equity and excellence for students.

Trustees receive useful information about student achievement, school practices and operation in relation to strategic goals. They use this data to inform decision-making for improving student outcomes. The board is managing the performance of the principal through an external facilitator. Development goals are aligned to the school's priorities and strategic direction. Trustees continue to improve their understanding of governance and their responsibilities as a good employer.

The principal is establishing a supportive environment conducive to promoting student learning and wellbeing through:

- a cohesive teaching team
- increasing community collaboration and partnerships
- building teacher capability and consistency of practice across the school.

Staff have respectful interactions and relationships with students. Teachers use a range of purposeful strategies, programmes and resources to engage students in their learning. Increasing the consistency of high quality practice should assist in accelerating achievement. This year the school has introduced a range of initiatives to support learning in mathematics, health, the arts and te reo Māori. Student use of digital technologies to support engagement in learning has been strengthened.

The principal has identified and ERO agrees that it is timely to undertake an in-depth internal review of the curriculum to evaluate how well it responds to:

- New Zealand's bicultural heritage
- the context of the school and community
- conditions that support 21st century learners.

As part of this process, learning statements in reading, writing and mathematics should be redeveloped to determine effective practices and expectations for teaching and learning.

The appraisal process has improved to include teaching as inquiry. Goals are well aligned to the school priority of accelerating student progress. Teachers' deliberate inquiry into the impact of their practice should assist more systematic gathering and recording of evidence to explore:

- what works, why and for whom
- teaching strategies that support accelerating progress for identified students, including Māori.

It is timely to establish and use internal evaluation to sustain improvement.

## 5 Going forward

**How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?**

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- have not yet developed approaches that effectively meet the needs of each child
- have not yet ensured the school is well placed to achieve and sustain equitable and excellent outcomes for all children.

To improve learning outcomes and achievement trustees and staff should:

- further refine target setting and reporting so that a clearer picture about progress and the extent of acceleration for target groups is established
- target deliberate actions to help improve achievement outcomes for students
- strengthen internal evaluation across all levels of the school to systematically plan, monitor and measure effectiveness
- undertake an in depth review of the curriculum.

Action: The board, principal and teachers should participate in an internal evaluation workshop. They should use this workshop, ERO exemplars of good practice and the *School Evaluation Indicators* to address the findings of this evaluation and develop a Raising Achievement Plan that includes a significant focus on building teacher capability to accelerate learning and achievement.

As part of this review ERO will continue to monitor the school's Raising Achievement Plan and the progress the school makes.

ERO is likely to carry out the next review in three years.

## 6 Board assurance on legal requirements

Before the review the board of trustees and principal of the school completed the ERO board assurance statement and Self Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- Board administration.
- Curriculum.
- Management of health, safety and welfare.
- Personnel management.
- Asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- Emotional safety of students (including prevention of bullying and sexual harassment).
- Physical safety of students.
- Teacher registration.
- Processes for appointing staff.
- Stand down, suspensions, expulsions and exclusions.
- Attendance.
- Compliance with the provisions of the Vulnerable Children Act 2014.

## 7 Recommendations

Trustees, leaders and teachers should use ongoing coherent internal evaluation to prioritise and develop plans to strengthen targeted action that improve student achievement, curriculum responsiveness and teacher capability.



Joyce Gebbie  
Deputy Chief Review Officer Central

10 June 2016

## About the school

Location	Central Hawke's Bay	
Ministry of Education profile number	2704	
School type	Full Primary (Years 1 to 8)	
School roll	58	
Gender composition	Male 31, Female 27	
Ethnic composition	Māori Pākehā	11 47
Review team on site	April 2016	
Date of this report	10 June 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	June 2013 May 2010 May 2007